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ABSTRACT

The concept of internal versus external locus of control has challenged researchers since its inception in the 1950s and 1960s. Implications of locus of control for student achievement and success in school were the focus for this research. The Rotter Internal-External Scale was administered to 282 high school students in Brandon, Manitoba (Canada). External locus of control was significantly related to grade in school and to the number of credits earned in the first semester of high school. Locus of control did not differ between Natives and non-Natives, between reservation and nonreservation Natives, or by age or gender. One limitation of the study was unmatched sample sizes. Points of discussion included the need to have a successful transition to high school for all students, especially Native students from remote reservations and students at risk. This paper contains 74 references. Appendices list a map of Manitoba, Rotter Scale and instructions, and individual subject data. (TD)

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BRANDON UNIVERSITY

LOCUS OF CONTROL AS AN ASSOCIATIVE FACTOR OF NATIVE AND NON-NATIVE DROPOUT RATES AND SCHOOL SUCCESS

A Research Project Submitted to
The Faculty of Education
In Partial Fulfillment for the Degree of
Master of Education

By

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Brandon, Manitoba
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Abstract

The concept of internal versus external locus of control with its initial inception in the 1950's and 1960's continues to challenge researchers. The implications to students achievement and their success in school was the basis for this research. Success was correlated with the locus of control to determine whether a relationship exists. The locus of contol scores were also correlated to the the following variables: age, grade, and gender. The subgroups, Native/non Native, reservation Native/non reservation Native, and male/ female were compared to see if any significant difference would be evident.

The correlations were significant only in two situations, the success measured for the credits received in a semester to the locus of control and the grade to the locus of control. These correlations showed slight significant correlation. One limitation was the unmatched sample size. Points of discussion included the need to have a successful transition for all students to the senior school especially for the Native students from remote reservations and students at risk.

Chapter One: The Problem Area

Overview of the Study

This study's presentation and organization follows the formal writing style of the American Psychological Association (APA,1990) and is presented in five chapters.

Chapter One provides a statement of the problem, purpose and rationale for the study, hypotheses, and operational definitions. Significance and limitations of the study are identified.

Chapter Two includes a general and specific review of the literature as related to the hypotheses on locus of control (LOC) and its relation to school sub-groups.

Chapter Three examines the methodology used in the study and includes research design, subjects, procedures, instrumentation, data collection, and analysis.

Chapter Four examines the results of the study.

Chapter Five includes a summary, discussion, possible implications of the study, and recommendations for future study.

Introduction

In the 1950's and 60's, interest in motivating factors and their subsequent effect on an individuals' perception and expectancy, drew a great deal of inquiry from individuals such as Phares (1957), and Rotter (1966). Julian B.Rotter (1966) devised a questionnaire that determined through a series of questions, whether a person feels in control of their decisions, or whether they feel their choice is controlled by outside forces. This scale of "perceived control" Rotter (1966) called the "Internal versus External Locus of Control".

This study examines the locus of control (LOC) using Rotter's I-E scale, in first

year students at Crocus Plains Regional Secondary School (CPRSS), for the school year 1994-1995. These LOC scores have been correlated with success to see if students with an internal score on the Rotter I-E Scale are more successful than those that scored external, on the LOC scale. An internal LOC score determines the degree to which individuals believe they are in control of their destiny; while an external LOC score indicates the degree to which a person believes that their success is due to chance or outside forces (Lefcourt, 1992; Powers & Rossman, 1983). This study determines if identified sub-groups are more external or internal in the LOC when compared to each other.

There are four grade levels at CPRSS, Senior I, Senior II, Senior III, and Senior IV. Students at CPRSS may major in Vocational , Business, and variously streamed Academics areas. The total population of the school is approximately twelve hundred students. As a regional school, drawing students from a large area, the CPRSS population encompasses a wide range of socio-economic levels particular to Manitoba. The students in their first year at CPRSS, formed a large and varied sample of 600 possible participants. In 1994-1995, the Senior I and Senior II students were both new to the school due to the integration that year, of the Senior I into the high school assemblage. The students of this group included Native students from First Nation reservations (reserves), Native students from the city of Brandon, non-Native students from Brandon and surrounding divisions, and students representing other minority groups. The Native students from reserves were from as far away as Island Lake, Manitoba and as close as Sioux Valley (Appendix 1).

A large body of research shows the importance of the locus of control in relation to self-esteem (Martin, 1978), to success away from home (Mooney, Sherman, & Lo

Presto, 1991) and to health issues (MacDonald, 1971; Rodin, Scooler, & Schaie 1990; Simmons & Weinman, 1991). A high internal LOC score would usually indicate a positive self-concept and may also indicate a higher potential for success in school (Powers & Rossman, 1983). Identification of such scores could provide useful information since there is a need for schools to address the high drop-out rates of all "at risk" students. In addition, the high level of drop-out in the Native student population from reserves, is a source of frustration for these students, school counsellors, and the Aboriginal funding boards. Educational institutions need to increase the success level of these relocated Aboriginal students through motivation and by raising the level of every individual's expectation for success. Evolving government mandates, as exemplified in the recent Manitoba document "Renewing Education: New Directions" in Manitoba, with its proposed cuts to education and changes in curriculum priorities, may put demands on students to succeed at a pre-determined rate/level as measured by standardized examinations. This restructuring may impact the most vulnerable students in a negative manner. The determination that the LOC is an associative factor to success may allow counselling services, administration, and teachers, to effectively target and provide early support to those students at the greatest risk of failure and, consequently, of dropping out of school.

Purpose of the Study

The study attempts to determine:

1. whether the Rotter I-E scores correlate to school success, and
2. whether the Rotter I-E scores correlate to the following variables: age, grade, and gender.

3. whether certain groups of students; Native/non Native, reservation Native/non reservation Native, male/female show any correlation.

Significance of the Study

This study attempts to investigate whether the LOC could be used to identify those students who have a high potential to succeed after their first semester in high school, versus those that might have more difficulty succeeding. In a school with various sub-groups, it is of interest whether significant differences occur among these groups of students. The study investigates correlation between the means of: non-Native/ Native, reserve Native/ non reserve Native, and female/male.

The relocation of students from remote Manitoba communities and from the middle years to senior years requires a significant personal adjustment to a different environment. Innovative and proactive changes to programs may need to be developed to provide for this varied spectrum of cultural and personal differences that these students represent. High risk students, including many Native students, may need an extra special effort from the school staff and the personal involvement of caring individuals to help ensure their academic success in school.

Statement of the Hypotheses

The hypotheses for this study were stated in the null form as follows:

Ho1: There will be no relationship between school success and locus of control scores.

Ho2: There will be no difference in locus of control scores when comparing

Native students living in the city of Brandon to those who have recently moved from a reserve.

Ho3: There will be no difference between Native students and non-native students in relation to locus of control.

Ho4: There will be no relationship between age and LOC scores.

Ho5: There will be no relationship between grade and LOC scores.

Ho6: There will be no difference between male students and female students to LOC scores.

Definitions

For the purpose of this study the following operational definitions were used:

Internal locus of control referred to the low score on the Rotter I-E Scale ranging from zero to eleven as a numerical value (scale from one to twenty-three). A person with a high internal score is someone who feels in control of events occurring for that individual.

External locus of control referred to the high score ranging from twelve to twenty-three on the Rotter I-E Scale. A person with a high external score is someone who feels that significant others are in control of the events occurring for that individual.

School Success is the ability of a student to have passed with a score of 50% or better,in each of at least five courses in the first semester of school.

Non Reserve Native is a First Nation or Native aboriginal student who has lived off the reservation for the last six months.

Reserve Native is a Native student who has entered CPRSS directly from a

Native reservation.

Ethnicity is the term used to identify belonging to an ethnic origin or cultural group that represents one's ancestors. It pertains to ancestoral roots and not to where one was born. The terms used for the aboriginal individual are interchangeably used and include Native, Aboriginal, Indigenous, and First Nations.

"At risk" students are those who display difficulty with school for any number of reasons (including, boredom, frustration due to inability, emotional problems, and other disabilities) and are susceptible to leaving school before completion.

Senior I or II is a first or second year student in a senior program which requires four years to complete.

Limitations of the Study

The small sample of Native students as compared to a very large sample of non-Native students does not allow for sample size equivalency. This made statistical significance harder to achieve and restricted ability to generalize these findings to other populations. There are a number of reasons for the small sample of Native students. The first is that this study chose to target the greatest sample of students by administering the survey to Senior I and II classes taking English. However, a large number of Aboriginal students do not sign up for English and may have delayed this subject until the next semester.

The use of Senior I as one-half of the sample population may have decreased the Native sample size because reserve students are not funded to attend off reserve schools until they have achieved Senior I at the reserve school. Maturity at this later stage gives the Native student a greater chance for success. Indigenous

peoples are, moreover, beginning to assert authority for the education of their youth by maintaining K-12 schools on the reserves (Common & Frost, 1994) and so more native students are staying on reserves for their K-12 education.

Another limitation is that most "at risk" students are often not in class. However, school records show that this is a very small percentage, under one percent, of the total number sampled. These are the under sixteen year olds that chose not to attend classes and were visible and well known to the counselling staff.

Chapter Two: Review of the Literature

Introduction and Background

The media is inundated with news stories on the public dilemma of youth at a crossroads with mainstream society. The picture that the media depicts is of gangs armed with weapons, a resurgence of drug use, and crime moving to the youngest of adolescents (Frank, 1992; Pitura,1994). However, this media depiction often represents the extremes and focuses on those youth who are disillusioned with school, who are depressed, suicidal, and vulnerable. Although the majority of students do not fall into this category, it is vital that the problems and needs of these troubled students be addressed. The Aboriginal youth, statistically, face the above situations to a greater degree in comparison to the rest of the populace (Butson, 1993; Common & Frost, 1994; Hurlburt, Kroeker, & Gade, 1991; Rindone, 1988; Wall & Madak, 1991). Educators are on the "front lines" in dealing with troubled youth. Students who do not achieve school success become dropout statistics and present a greater burden to society (Gilbert, & Orok, 1993). Schools have an option to implement strategies to assist students, and therefore, to change the dropout statistics. As schools restructure for the year 2,000, there is a need to develop proactive strategies for those students having difficulties in making the transition to the senior high school environment.

Information that helps to determine the potential for student success or lack of success is an essential ingredient in developing proactive strategies. Determining a student's LOC may be useful in this proactive process. The literature on locus of control has been widely researched and documented. The initial research in this area identified theories from the field of social learning with the work of Phares (1957).

Rotter (1966) continued this study on the implications of motivation and its effects on the individual's prospect for success. To determine a person's orientation in controlling life events, Rotter established an internal versus external scale of "perceived" adjustment. An internal score indentifies a person who feels that control over one's life is up to the individual to determine. An external score defines individuals who feels that forces affecting their lives are beyond their control. It was Julian Rotter who said that the locus of control is " a circumscribed self-appraisal pertaining to the degree to which individuals view themselves as having some causal role in determining specified events." (Lefcourt, 1982, p. 183).

The literature review will address an overview of the LOC concept to date, touch on the special needs of the Native student in the educational system, and present information on all students who are "at risk" in relation to dropout.

Locus of Control: An Overview of the Research Literature

The Rotter I-E scale shows either an internal or external self perception on a continuum from a low internal score of one, to an extreme external score of twenty-three. The person may feel in control of actions and subsequent consequences or the individual may feel at the mercy of outside forces. This seems like a very complex assessment of a very nebulous personality trait. One may question how these tendencies are formed. What specific traits are these LOC scores identifying? This review will attempt to answer these questions.

The literature suggests that an internal score is one that supports successful orientation towards life situations (Lefcourt, 1982; Rotter, 1966). Further to this Rotter (1966) saw a person who feels in control of their destiny, the "internal",

> as likely to, (a) be more alert to those aspects of the environment which provide useful information for his future behavior; (b) take steps to improve his environmental condition; (c) place greater value on skill or achievement reinforcements and be generally more concerned with his ability, particularly his failures; and (d) be resistant to subtle attempts to influence him. (p. 25).

The "external" person, on the other hand, experiences difficulty in relation to such life situations as achievement, to being influenced; and is predisposed to feelings of hopelessness and apathy.

In relation to teacher nature, on the other hand, Janzen and Beeken (1973) are cautionary about making the assumption that the internal orientation on LOC is a positive factor while the external is a negative factor. They found for instance, that the external teacher was more successful at teaching diverse student populations, than the internal (Janzen, Beeken, & Hritzuk, 1973). The external teachers are more unsure of themselves and less dominant, therefore, the students would perceive an external teacher as a listener. The internal teacher, however, feel that they know what is the best class procedure and would be seen as difficult to approach. To effect change as to in-class proceedings from an internal teacher would be more arduous than from an external teacher. The first being sure their way is best, the second being open to suggestions. In a subsequent article, Janzen and Beeken (1973) propose that LOC, in relation to learning theory, is "significant to teachers, creators of learning materials and methods, and curriculum developers." (p. 301). There is also evidence that an internal who is addicted to alcohol or drugs is more resistant to treatment then an external another indicator of their resistence to effect change in themselves (Lefcourt, 1982).

Nurturing by parents influences the development of LOC. Children develop at an early age, an awareness of the world and learn quickly what control they have on their environment. A baby has a need to feel secure in its environment, and the successful manipulation of this environment leads to independence for the growing child. This is attachment bonding, and is increasingly being found in research as crucial in healthy social-emotional development (Horner, 1994). If a child is allowed to cry with no comforting person to break that distress, the child may begin to feel that no one cares. On the other hand, if the parent is there immediately, the child learns that someone cares and that the environment is responsive. Even at this early age the children feel as they have control. The motivation the child develops because of the parental reaction, initiates the development of the LOC. What could then be referred to as the internal child feels in control with little frustration; whereas, the external feels that reinforcement is erratic and due to unpredictable chance. The parents of internals were found to be protective, affectionate, and less critical (Lefcourt, 1982). Studies show that throughout one's life, changes occur in the LOC with a person developing in the internal direction as a function of age (Rotter, 1966; Lefcourt, 1982). The LOC may also be affected by the application of specific teaching strategies (Janzen & Beeken, 1973; MacDonald, 1971; Santiago & Okey, 1992).

Children who live in poverty, often in single parent families, have a high risk of externalizing problems (Rotter, 1966). Studies have shown many children from low socio-economic homes and from poor minority groups scoring externally on the LOC scale (MacDonald, 1971; Milgram, Shore, Riedel, & Malansky, 1970; Swisher, & Deyhle,1973). The LOC has been shown to correlate to the coping skills needed in

situations of stress due to poverty, neglect, and family dysfunction (Cohen & Edwards, 1989; Simmons & Weinman, 1991). There is a need to communicate with students from such a background, with the positive message that change does have a prospect of occurring. The LOC score can be positively affected if procedures are put in place to assist these transformations (MacDonald, 1971). As Lefcourt has summarized:

> constructs like locus of control encourage those whose purposes are to facilitate change in individuals or groups. Where traits, values, and needs have usually been regarded as more intractable, expectancies have been considered as more amenable to change and, therefore, a more convenient target when encouraging seemingly defeated people to exert themselves in the pursuit of valued ends. (Lefcourt, 1992, p. 412).

To summarize, environment, age, and socio-economic variables shape the development of the individual's locus of control. This scale was evaluated by Lefcourt (1992) in reference to history and enduring qualities of the LOC, especially those that are effective in learning environments. The Rotter scale has been replicated and with few exceptions has consistently supported reciprocal findings. Many theorists have used the basis of this construct to further other concepts such as self-directedness, control, motivation, and empowerment (Rodin, et al., 1990; Weiner, 1973).

The Native Student

Ovide Mercredi, the First Nations Grand Chief, when speaking on the growing problem of wayward youth on reserves said, "There is something missing in terms of

their upbringing and, whatever it is, it has to do with self-esteem, confidence, and feeling good about being Native." (Platiel, 1994). Phil Fontaine, the Manitoba Assembly Chief, called for the Native peoples to control their destiny with dignity and respect. Both leaders are asking the First Nation peoples to determine their own destiny and not depend on the control of the Federal government. This study will determine whether the beliefs of the Aboriginal youth do support the pleas these leaders are extending.

The difficulty with the development of these ideals is the reality of the limiting environments often found on Native reserves. There are many instances of abuse, poverty, and hopelessness (Butson, 1993; Reserves,1995). The CBC's airing of the Davis Inlet problems on wayward youth is another reminder that real problems exist. In Simmons and Weinman, (1991) abuse was a critical variable that contributed to low self-esteem and external LOC scores. Drugs and alcohol and single family parenting are prevalent on the reserves (Eberhard, 1989).

Racism as a catalyst for failure is the theme for Cummins in Reyhner's book (1992) Teaching American Indian Students. Racism is seen in the conflict between minority gangs and other students. Mathews (1994) suggests, "Including minority representation in all aspects of social life is imperative." (p. 6). The equality issues may unintentionally promote racism by focusing the attention on the minority cultural group. If a Native student is to make the transition to schools "off-reserve" then the realities of the experience must be identified to these students. Ideally the prominence of more Native oriented schools such as Children of the Earth in Winnipeg, would be of benefit. Native students that do attend band administered

schools do better than those in the urban public schools (Common & Frost, 1994; French, 1980, Rodgers, & Cobb, 1974; Rindone, 1988). The band schools seem to offer a comfort zone to the students that the public urban school cannot offer. It is difficult to promote cultural identity when role models are non-existent as is the case in the urban schools. The high achievement philosophy of academically oriented schools does not speak to the pressing concerns of a child that feels hopeless, unsure of self, and preoccupied with personal problems. Compound this with a difficulty to relate to the dominant culture and an intimidating situation develops.

A review of history quickly identifies the problem. A generation or two of Native people have been subjected to boarding schools that not only separated the children from their culture; but, furthermore, created children who, as adults, had not learned how to parent. The Canadian people through their government, created a paternalistic attitude to the Aboriginal people that is only beginning to disintegrate with the push by the Native people to self-government. The Native peoples realize that they must create a climate for change. This is the message of Mercredi; that the First Nation peoples must get past the "psychology of grievance"and instead have the Elders teaching traditional values to the children (Platiel, 1994). This assertiveness by the Native leaders can filter through to the Aboriginal youth. This in turn will support resilience that will promote success when contact is made with the dominant culture. There is the need to instill the prospect for success, which is being aided by the recognition the First Nations as in the recent televised Aboriginal Awards. This creates a positive role model for the youth and a setting for achievement.

Trimble and Richardson (1982) suggest that a relationship does exist between LOC and ethnicity," groups having less access to significant power, material

advantage, and opportunity, manifest higher external scores." (p. 229). In the case of native students, sudden dislocation from their reserve puts the native student into direct and immediate contact with a somewhat foreign mainstream society. Heaps and Morrill (1979) summarize the need to assess and develop self-esteem, and resolve ethnicity conflicts. The Native student must leave the reserve in order to achieve a higher education. Lack of congruence for the native student between their culture and the dominant culture may hinder school success as the student may find it extremely difficult in adjusting to these changes (French., 1980; Swisher & Deyhle, 1992; Reyhner,1992). The problems that Native students from reserves encounter in a school like CPRSS are as varied as the students. A few reasons that were given by students for quitting CPRSS were documented unofficially as: being beaten, not feeling welcome, racist feeling in a classroom, home placement breaking down, and feeling as if no one cares (Misanchuk-Burrell, 1995).

The LOC has been found to be positively correlated to self-esteem. The findings support the importance of positive self-esteem as being necessary for social competence and success in school (Bowker, 1992; Heaps, & Morrill, 1979; Martin, 1978; Mooney et al, 1991; Simmons & Weinman, 1991; Wall & Madak, 1991). Two researchers have found that native and anglo children did not vary significantly in self-esteem and LOC scores until the children reached middle school (Martin,1978; Hurlburt et al., 1991). There is a need, according to this research, to determine why the scores suddenly diverge and remain thus until the completion of senior high school. Bowker (1992) found that the Native female showed a greater decrease in self-concept during adolescence than males and had lower self-esteem scores. The studies between Native schools and the public school also demonstrates differences in

studies between Native schools and the public school also demonstrates differences in the self-esteem of the Native children, with children in the band schools having higher self-concepts (Common &Frost, 1994; Reyhner, 1992). Self-esteem is influenced in two ways: when an individual achieves self identity, and when an individual is accepted by their peers.

Research on Native student's self-assessments (Heaps & Morrill, 1979; Powers, & Rossman, 1993), found they were less satisfied with their effort and lower achievement levels in school work. McDonald (1991) reinforces these findings with statistics, showing that native peoples attain lower educational levels in all Canadian provinces. In Manitoba, eighteen percent of the total population has less than a grade nine education while the off reserve natives who achieve less than grade nine are at thirty-four percent. Two percent of the Manitoba natives living off reservations have a university degree or diploma (McDonald, 1991). A person who achieves confidence in themselves will achieve better grades and potentially, higher education. This data is substantiated by Common and Frost (1994) with similiar statistics in Ontario.

How the Native students learn, likewise requires attention. Mercredi states there is a need for Elders to pass on the cultural teachings. The upbringing of the Native child differs from that of the majority of non native families (Common & Frost, 1994; More, 1989; Swisher & Deyhle, 1992). The dicipline of parents is based on a belief that one learns from experience. Therefore, a Native parent communicates non-verbally and will not interfere with a child unless a situation is dangerous. This must be a loving atmosphere however, and not one of abuse by neglect. Children are encouraged to watch and understand before doing, whereas the non native child is

encouraged to try until you succeed. The reluctance of the Native child may be seen by teachers as an uncaring attitude to learning, when all that is required is patience on the part of the teacher (French,, 1980; Swisher & Deyhle, 1992; Rindone, 1988). Understanding the culture and differences in all children's learning styles is an important obligation for teachers to acquire.

Developing capable people for the 21st century should be a priority for all educators. Eberhard (1989) strengthens the argument for providing special attention to the transition from traditional reserve settings to the city environment. When an individual is deprived of opportunities; discriminated against in jobs, education,and housing; and is living on the edge of mainstream society, this young person will feel alienated from successful integration. To do the best job educators are capable of, educators must replace adversity with opportunity!

The Student "at Risk"

The misbehavior of youth is not a recent phenomena. One could describe Cain as the first violent youthful offender. Since that time, generation after generation has experienced this social problem, but in an ever increasing degree of severity. All agencies are concerned with programs that will combat this escalating plight. Schools, together with the community at large, have at stake, the ability to contribute to the reduction of the escalation of youth crime and delinquency.

Understanding youth and their misconduct has its roots in the ancient past. Yet, no society has managed to resolve the youth problem of delinquency. The Romans were known to institutionalize youth, as it has been documented that Pope Clement XI established the Hospital of Saint Clement for, " the correction and instruction of

profligate youth, that they who when idle were injurious, may when taught, become useful to the state." (Cavan, 1962, p. 3). Today's youth are continuing to stress the community resources and the school cannot help but be confronted with this problem. Therefore, the school needs to be a central agent in turning around this situation. Student dropout has been the focus of financial aid through the shared Federal and Provincial funding of the Student at Risk categorical grants. The population specifically targeted is determined by low performance, transience, cultural differences, single parent families, and low income. Society is addressing the reality that children are suffering in poverty, because of neglect, and due to the lack of parental protection. The LOC has been shown to be external in children from such suppressive situations. Caplan et al., (1992) showed that proactive strategies do promote change in an inner city school and as a consequence prevent youth violence, drug use, and crime.

School dropouts are not due to delinquency, dropouts as a group are heterogeneous as shown by Gilbert and Orok, (1993). They found that eighty-eight percent have never been negatively involved with the law and more than one-third were aged sixteen or younger when they left school. It is also the most youthful offenders that are convicted of violent crimes with 55% under the age of seventeen (Frank, 1992). The alienation of youth, due to perceived lack of power correlates with the LOC score; with those that feel they have personal control as the internal and those that feel powerless as the external.

The student at risk duplicates many of the LOC correlations that were reviewed in the section on the Native student. All students may carry a potential to fall into the "at risk" category. To identify early warning signs and then to be able to counteract

with proactive classroom and school activities would seem to be invaluable. One of the greatest human needs is to find a purpose in one's life. To allow feelings of hopelessness and neglect to manifest within the school is an educational and humanistic disservice. All students at risk need support groups to develop self-esteem and with this to develop the resilience to be at once vulnerable, yet indomitable. Resilience is teachable through the fostering of social competence, problem-solving, and giving an individual a sense of purpose (Bacon, 1993; Black, 1993; Kelley, 1993). Listening to the youth means not just to be listened to, but to be understood, accepted, respected, and affirmed. They have a need to feel that as an individual they have value just as adults do!.

Chapter Three: Methodology

Introduction

This chapter outlines the research design, the research instrument, the subjects, data collection procedures, the hypotheses tested, and the techniques used in data analysis.

The Research Design and Statistical Treatment

This study was a one-time, passive, quantitative research. The Rotter Internal-External Scale was administered to Senior I and Senior II students to determine a score ranging from one to twenty-three in internal versus external locus of control.

The statistical analysis uses demographic data to determine, the N= sample size, the M= mean, and the SD = standard deviation. The Pearson Product–Moment Correlation Coefficient compares the LOC variable to success, grade, age, reserve, race, and gender. Analysis of variance and t–test compare the means as a one–way Anova between specified groups; reserve to non reserve, male to female, non native to native. These analysis are presented in graph format in Chapter four. The level of significance was determined at the .05 level.

Subjects

The subjects were secondary school students in Senior I and II at Crocus Plains Reginal Secondary School (CPRSS), in the city of Brandon, Manitoba, Canada, a midwest community with a population of forty-six thousand. The students were targeted through Senior I and Senior II Language Arts classes with permission of the principal and teachers. Students were volunteers and could opt out if they chose; all

chose to participate. Subjects ranged in age from thirteen to twenty-one years with a total sample size of 302 students. There were 20 questionnaires invalidated due to improper completion for a final sample of 282 students. The study included only students in their first year at CPRSS which were the Senior I and Senior II students due to the integration, in 1994, of the grade nine to the high school as Senior I. The total possible sample was in excess of five hundred.

Access to the students was obtained by permission of the superintendent of the Brandon School Division, Mr. Bob Swayze, and the principal of CPRSS, Mr. Milt Reimer (Appendix 2). The students were assured confidentiality as no individuals would be identified in the findings. Any questions they had were answered. The data sheet asked for the student's name or identification (ID) number. This option was presented, as many students at this time of the year do not know their six digit ID. The ID number was eliminated after all data was collected and each student became a numerical value from one to two hundred eighty-two.

Procedure

The questionnaire was administered by graduate students over a four day period, in October, by accessing through Language Arts classes.

Before the students began to answer the questions, confidentiality was assured and completion of the questionnaire was totally voluntary. Each student was handed a questionnaire and instructed to follow along with the researcher in reading the instructions found in written form on the first page of the test (Appendix 3). The participants then filled out an information sheet identifying the following: name (which was converted to their student ID so as to identify academic success), grade,

age, place of residence for the last six months, race and gender (Appendix 4). The students were allowed to ask for assistance at any time during the class time. Upon completion, the students raised their hand and the questionnaire was collected by the research assistant. An entire class of seventy minutes was available for completion of the Rotter scale with the majority completing within forty minutes including the directed instruction time..

Instrument

The instrument used was the Rotter Internal-External Locus of Control Scale (Rotter, 1966; see Appendix 5). The questionnaire is a forced choice design with twenty-nine questions where one chooses either a or b as being more true for them. An example of a question is:

2. (a) Many of the unhappy things in people's lives are partly due to bad luck.

(b) People's misfortunes result from the mistakes they make.

(Rotter, Copyright 1966 by the APA reprinted by permission).

In the above question answering (a) would be scored 1 as that is the external component while (b) would score 0 as this is an internal variable. Six of the twenty-nine questions were filler items and not scored. The Rotter I-E Scale is scored in an external direction, the higher the score the more external the individual. The directions used were the same as outlined by Rotter (Rotter, 1966 Appendix 3). Norms have been established for a number of subjects through the years including high school students in 1969 for whom scores were as follows: Anglo-Americans [M = 8.58, SD = 3.89]. This instrument has been in use from 1966, and in Lefcourt

(1982) data from 1973 shows internal consistency was .70 and test-retest reliability .55. The instrument has strong validity and reliability when used as a continuum to determine possible association for selected variables. The multi-discipline systems approach is advised when determining the results (Lefcourt, 1992). Caution must also be exercised in labelling the individual as either "good" or "bad" as the circumstances determining the individual environments are important to consider (Janzen & Beeken, 1973; Lefcourt, 1992; Rotter, 1966). The scores are assessed as tho the scale continum from zero to twenty-three.

The personal data sheet asked for the students' ID number or name, grade, age, place of residence over the last six months, race and gender (Appendix 4). The students are not identified by name. An ID number was used to determine their success after the first semester ended in January by identifying the number of credits received from zero to six, and by assessing a rounded average for the norm of five courses completed.

Chapter Four: Results

Introduction

This chapter will present descriptive data and correlation data to give the reader comprehension of the important statistics for this study. This includes comparison of two variables to see if they correlate using the Pearson Product-Moment Correlation Coefficient. The correlations compare the locus of control scores to age, grade,success in school and gender. T-test and Anova were used to determine, the means of various groups of students which were then correlated; including Native/non-Native, reservation Native/non reservation Native, and male/female.

Data: Descriptive

Table 1

Variables in Sample: Size (N = 282), Mean (M), Standard Deviation (SD)

Variable	M	S D
Grade	9.39	.58
Age	14.56	.94
External	11.64	3.65
Success 1	3.95	1.58
Success 2	61.48	21.84

Table 1 displays the key variables for mean and standard deviation. The sample size was 282 Crocus Plains Regional Secondary School (CPRSS) students in their first year at the school.

Table 2

Distribution of I-E Scale Scores for 142 Males and 139 Females at Crocus Plains

High School Students I-E Scores and Frequency			
Male I-E	f	Female I-E	f
21	2	21	1
20	1	20	0
19	3	19	1
18	2	18	5
17	4	17	4
16	6	16	11
15	9	15	9
14	16	14	12
13	15	13	12
12	12	12	14
11	14	11	19
10	15	10	13
9	14	9	10
8	8	8	8
7	6	7	8
6	4	6	4
5	3	5	4
4	2	4	3
3	1	3	0

Note. N = 142; M = 11.64; SD = 3.65; N = 139; M = 11.63; SD = 3.65

Table 2 shows the distribution of the Internal versus External scores for the Rotter I-E Scale for 142 male subjects and 139 female subjects at Crocus Plains Regional Secondary School (CPRSS). The frequency of scores follow the bell curve with the mean score for female and male nearly equal. The mode score for the males was 14, and for the females 11. A similiar table to this from 1969 in Lefcourt (1982) found (sample 131 males and 108 females) the mean scores were: Males M = 8.58; SD = 3.89, Females M = 8.58; SD = 3.89.

Data: Correlations

The analysis of data is in the order of the null hypotheses as presented in Chapter One. A table summarizes the data for each hypothesis presented. The Cronbach Coefficient Alpha for raw variables was 0.65 and for standardized variables was 0.66. This identifies the internal reliability of the Rotter I-E Scale for this experiment.

Hypothesis #1

The first hypothesis states that there will be no relationship between school success and locus of control scores.

Table 3

Pearson Product-Moment Correlation Coefficients between Locus of Control Scores and Success 1 & Success 2 Variables

	High school students (n =281)	
Correlation Variables	Succ 1	Succ 2
External LOC	r = -0.118*	r = - 0.106
	p = 0.049	p = 0.075

Note. *$\alpha < .05$.

Table 3 shows there is a slight negative correlation between the locus of control scores and the Success 1 variable and no significance for the Success 2 variable. Success 1 is the number of credits the student achieved after one semester, the low is 0, and the high 6. This means that for the Success 1 variable as the LOC score increases the success, in terms of credits earned, decreases. The null hypothesis is rejected.

The Success 2 fails to be rejected. This may be explained, in that the large standard deviation does not allow for a significant correlation to occur.

Hypothesis # 2

The second hypothesis states that there will be no difference in locus of control scores when comparing Native students living in the city of Brandon to those who have recently moved from a reservation (reserve).

Table 4

T-test for Reserve Versus Non Reserve Native Students and Locus of Control

Variable: External	N	M	SD	
Reserve	7	10.857	2.734	
Non reserve	22	11.455	3.363	
Variances		T	DF	P > T
Unequal		−0.475	12.3	0.643
Equal		− 0.426	27.0	0.674

Note: $\alpha < .05$

Data in this Table 4 presents the T-test that is insignificant between the reserve and non reserve Native populations. The relationship presents difficulties when the populations are not equal. This table displays the small size of the sample comparison.The null hypothesis fails to be rejected.

Hypothesis # 3

The third hypothesis states that there will be no difference between native students and non-native students on the measure of LOC scores.

Table 5

One-way Anova: Natives Versus Non Native on Locus of Control (N = 282)

Source	df	SS	MS	F-Ratio	Prob>T
Race	2	3.530	1.765	0.13	0.877
Error	278	3735.444	13.437		
Total	280	3738.975			

Note: $\alpha < .05$

Table 5 analysis shows no significant relationship between native students compared to non Native students on the comparison of group means to LOC scores. The null hypothesis fails to be rejected.

Hypothesis #4

The fourth hypothesis states that there will be no significant difference between age and LOC scores.

Table 6

Pearson Product-Moment Correlation Coefficient between Age and Locus of Control Scores

High school students (n = 281)		
Correlation variable	Age	Prob
External LOC	r = 0.043	0.468

Note. $\alpha < .05$.

Table 6 shows there is no correlation between the age variable and locus of control scores. The null hypothesis fails to be rejected.

Hypothesis #5

The fifth hypothesis states that there will be no relationship between grade and LOC scores.

Table 7

Pearson Product-Moment Correlation Coefficients between Grade and LOC

High school students (n = 281)		
Correlation variables	Grade	Prob
External LOC	r = *0.126	0.034

Note. *$\alpha < .05$

Table 7 correlation shows there is a relationship for grade and locus of control scores. As the grade of the student increases the LOC moves to the external. The

null hypothesis is rejected.

Hypothesis #6

The sixth hypothesis states that there will be no significant difference between male students and female students.

Table 8

One Way Anova: Gender to Locus of Control Scores (N = 282)

Source	df	SS	MS	F-ratio	F Prob
Gender	1	.004	.004	0.00	0.986
Error	279	3738.971	13.401		
Total	280				

Note: $\alpha < .05$

There is no difference in the one way analysis of variance for gender to LOC scores. The null hypothesis fails to be rejected.

Chapter Five

Summary

The primary purpose of the study attempts to determine whether a relationship exists between the locus of control (LOC) and success in school. Using the Pearson Product-Moment Correlation Coefficients the findings show a slight significant negative correlation between the # 1 success variable and LOC (Table 3). The first success variable is the number of credits students received in their first semester at Crocus Plains Regional Secondary School (CPRSS).This means that, as an individual's LOC score increases in the external direction, the success scores diminish. The CPRSS students' mean score was 3.95 credits with a standard deviation of 1.58 (Table 1).

The second Success variable shows no correlation. This is the average of five credits, five being the norm that the majority of students receive in one semester at this school. CPRSS students' mean was 61.48 percent with a standard deviation of 21.84 percent (Table 1). The larger standard deviation of this variable may have contributed to the lack of significance in this correlation.

The second purpose attempts to determine if LOC scores correlate with gender, age, and grade. Only grade has a significant correlation (Table 7). This is a positive correlation which signifies that as the grade increases the LOC score increases. The remaining variables, age and gender did not correlate significantly with the LOC scores.(Tables 6, 8). After having used the Rotter I-E Scale, it may prove interesting to use a more educationally based instrument such as the Nowicki-Strickland Scale (1973) for internal versus external locus of control. Questions based on how students perceive the educational process which are the norm in the Nowicki-

Strickland instrument seem more relevant for students, rather than political questions as found in the Rotter Scale.

The final purpose attempts to determine if certain sub-groups correlate with the LOC scores. These groups were Native/non Native, reservation Native/ non reservation Native, male/female. These one-way Anovas and t-test show no significant correlations and the null hypotheses were not rejected (Tables 4, 5, 8).

Discussion, Implications, Future Studies

The following section will cover three important areas: the discussion of the study, implications of the research, and suggestions for further study.

The data shows a slight significant correlation of success to locus of control scores. The ability to determine success by relating to LOC does not show strong correlation for determining those students that will succeed against those that will not succeed. The large sample size and the low significance, equate to an interpretation that should be interpreted with caution. Upon closer study of the individual scores it was noted that those students that displayed initial poor attendance were often external, and were the students that had little success at the end of the semester (Appendix 6). This correlation was not explored by quantitative analysis, but demonstrates the need for effective attendance policies and a need for further study.

Attendance that relates to classroom atmosphere will be more successful than one based on policy. There should, furthermore, be initiatives to make classrooms inviting to all students. The perception that students are privileged to have the teacher should really be the reverse, and the teachers should feel some obligation to reach out to encourage students to attend. This is especially true for the first year

students or the Native student from a remote reserve (More, 1989; Reyhner, 1992; Rindone, 1988). There needs to be a transition phase implemented by the school to move students from the past orientation to the present. Schools are taking too little time to introduce the student, to the school, to the rules, and to the teachers. The students at risk and those highest on the locus of control in externality will be lost within the first month as the attendance compared to term success demonstrates in the data (Appendix 6). The most extreme external scores could be monitored then bridged with a program to support their progress in the school. Targeting these students could be based on attendance. Setting the new direction for future education trends, with proactive strategies, will determine that not one student is left disconnected from one system to the next.

The sub-groups explored; Native/non Native, reserve Native/non reserve Native, male/female did not show any differences when co-varied with LOC scores. In dropout, the Native groups show greater rates than the non Native population (Gilbert & Orok, 1993; McDonald, 1991; Swisher & Deyhle, 1992). This statistic did not receive support in the correlations, likely due to the unequal and small sample sizes that were used. The fact that there is no difference is in itself interesting, as it shows that the outlook of students from dominant or minority populations, as a group, are not more internally or externally focused. Further study would have to be undertaken with equal sample populations to determine whether this is valid. The sample size was problematic in that the small numbers of Native students sampled make any relationships less obvious. This testing situation was random, with the first year population being targeted by being in a particular class, Language Arts Senior I and II. The test items could have been manipulated separately to see if certain

questions have more significance than others. This has been done in other studies (Trimble, & Richardson, 1982). This scale was not designed for this purpose but could be the basis for further study. There is the possibility of using matched pairs which may have resulted in totally different results. The reasons for the small sample have been discussed in the limitations found in Chapter One.

The Aboriginal funding boards need to assume more control so as to avoid the potential dropout, and so they should! This echos the support for the First Nation peoples; through self government, proactive programs to curb addiction problems on reserves, and the rekindling of the Native cultural identity (eg. Butson, 1993; Common, & Frost, 1994; Reserve, 1995; Wall, & Madak, 1991). This is occurring by providing a transition from the northern community through transitory schools, such as the one at the St. John's site in Selkirk, Manitoba. There is also the funding of "all Native" schools in urban centers such as Children of the Earth. Bands are also organizing their education design, so that their students attend on reservation through to grade twelve. The literature does support schools organized by the First peoples as having greater success (Common & Frost, 1994; Wall, & Madak, 1991; Wieczkiewicz, 1979). There will always be the challenge in making the transition to higher learning, but at the college or university level effective transition programs may provide for greater success (French et al., 1974). The LOC findings show that as an individual ages, they move to the internal and are therefore, more self confident and consequently more successful (Lefcourt, 1982, 1992; Rotter, 1966).

Should schools such as CPRSS want to attract the Native student there should be more attractive packages, such as; on site counsellors, community based support programs, Native mentors and/or role models, and registration with teachers that

understand the students culturally, as well as to their special learning needs. Assessing from a cost effective point of view, the Aboriginal funding boards are not receiving their money value as the payment is made and the students dropout. Could one month trial periods be negotiated? After a month a student may display either a successful adaptation or the lack of committment. The early non-attendance and term-end lack of success seem to indicate a need to explore this further.

The sample was composed of predominantly white students. The mean external score for both male and female was 11.63 which is a near mid score between internal and external on the zero to twenty-three continuum. This is interesting in contradicting early studies that found a difference between men and women and supporting the finding of no significance found by Lee, & Dengerink, (1992). The mean score for this study is more external than the norm displayed by Lefcourt (1982) for students in 1969, where the mean was 8.58. That the students of 1994-95 at Crocus, have moved to a more external orientation seems to be indicated by these results. CPRSS is a school with a population of 1200 students, this size may intimidate the new students reflecting the high external scores. Studies have shown that external LOC individuals are more apt to see hopelessness in their personal perception to their control of situations (Lefcourt, 1982; Simmons, & Weinman, 1991). The locus of control is a motivation factor that displays an individual's expectation for future achievement. The lack of standardized goals may actually make students complacent in their view of the schooling process, perhaps an institutional phenomena. The setting of clear cut standards for behavior and achievement are some of the recommendations for working with at risk students (Bacon, 1993; Diener & Dueck, 1980; Goldfield, 1994). Standardization on the

other hand presents problems in not recognizing the individuality of students and the need to fund programs that target those at high risk. This is an conundrum! It is easy to say all students are capable of learning at a prescribed rate/level but is it realistic. Teachers need to be inserviced to understand individual and cultural differences in students. There is also a need to develop a humane approach to all students so as to instill the desire for them to achieve intrinsic motivation, and develop an internal LOC focused on a need to achieve.

It is the teacher that needs to take action and this occurs by revolutionizing the classroom. Sergiovanni (1980) called this increase in teachers' pragmatic status due to, "Increased reliance on functional authority, participatory decision-making, and other power equalization strategies"(p. 235). Ultimately teachers should strive for increased power designated from their governing bodies. The empowerment of teachers does not occur in a vacuum. Empowerment identifies "giving power to" and occurs when individuals reach their personal and organizational goals through collaborative processes rather then through command. There are few people who enjoy being told what to do; asking, consulting, and sharing are so much more agreeable. Teachers need to feel as though they are equal partners in the education process with a principal in charge that shares in this common vision. It will ultimately be the student that gain. Change can only be effective if it is a system-wide change and acceptable to all. The alienation of teachers by the present government goes against the mandate they present in the Renewing Education: New Directions (1995). When teachers are not empowered they do not assume responsibility and the teachers' LOC is externalized, throwing blame on government or administration bodies.

The restructuring of schools may have some redeeming results in relation to the

development of more internal LOC students, that is those who take more initiative for their own education (Bacon, 1993; Black, 1993). The public schools, through administrators and teachers, are the educators at the grassroots level. This is the setting that will promote the understanding of students and their needs. There is still a top-down attitude and this goes against instilling self-reliance in students and in developing a decisive self motivated workforce for the future. The restructuring that is presently in progress may negate positive change for a number of reasons: the changes mandated by government do not have the support of teachers, the students are only consulted in the media, and the parent-school liaison seems to be drifting further apart. The school is an institution and in order for change to occur within its walls the supporting network of teachers, student and parents must all support this new vision.

The Native peoples are beginning to ensure the health of their children at the crucial stages of development, during pregnancy and in the first three years of a child's life when the need for attachment bonding is crucial (Causely, 1991; Common, & Frost, 1994; Horner, 1994). Parenting is influential on LOC development with positive supporting parents providing the potential for a self-actualized child (Lefcourt, 1982). Inconsistent parenting often produces some symptoms of risk, depending on the severity of the situation (Caplan et al., 1992). The schools need the support of parents if the transition of the students is to succeed (McVicor, 1994). Schools need to take every advantage of assisting families by providing for family counselling and parent support groups. The size of Crocus at 1,200 plus students may contribute to the externality of the first year students as the atmosphere of the school can be impersonal. This accentuates the need for each classroom teacher to

develop an atmosphere of "family" within the classroom. This would give the belonging need to the at risk students and benefit the Native students who have had to leave their family in order to attend school. The LOC would then be influenced toward the internal.

Marshall McLuhan (1970), one of Canada's leading educators wrote of the impact of technology. Twenty- five years later, his predictions have been realized and surpassed. This educator criticized education for not maintaining a curriculum in tune with societal needs. This brings one back to restructuring and its implications. The difficulty perceived is the lack of funding to promote these needed technological advancements within the classroom. Perelman (1986) criticized the educational institution as unable to restructure its environment to meet the needs of the modern learners. Change may not be able to meet the speed of progress that technology demands, especially if funding cuts continue to hamper classroom advancement and teacher empowerment. The unmet need for learning for oneself is the most cited reason for school disenchantment. This may lead to dropouts as students correlate boredom with the schooling process. The student should be acheiving, through a student-centered approach, using evaluation strategies, such as portfolios rather than culturally biased acheivement tests (Black, 1993). Hurlburt et al., (1991), reinforce this confluent education view, as education that is; "systemic in orientation; students not viewed as objects to be moulded into predetermined forms; rather students and teachers working together in what one hopes is a mutually empowering learning experience." (p. 21). The situation is workable with differentiated programming; such as smaller classrooms, computer based education, and work at your own pace classrooms. The self initiated courses would promote self-esteem and internal locus of control.

The studies that support constructive strategies for learning for all students due to workplace improvement would reinforce the needs of Native students (Causely, 1991; Common & Frost, 1994; More, 1989; Swisher, & Deyhle, 1992). A Native approach would value patience, cooperation, emphasis on the group, independence of directives and problem solving situations (Rindone, 1988). This parallels the goals set by the latest government directive when the emphasis is made on the differences of learning styles (Manitoba Education and Training, 1995). This is then contradicted with invariant time set assessment. Humanism, heralded in the 1960s promoted the need for cooperation rather than competition. Then, as now the overwhelming world problems are human problems. The solution to these problems depends on effective human understanding and interaction. Personal warmth involves trust, integrity, and the application of leadership with humanity. This must occur with staff and students alike. The catch phrase in the not too distant past, was "Children are people, too"! Teenagers are young adults and should be made to feel part of the process. This will increase pride in the school and support for programs and locus of control development (Black, 1993; Caplan et al., 1992; Santiago & Okey, 1992).

Change involves all change phenomena: major and minor, fast and slow, within or without, short term or long term, reform or revolution. Changes are taking place in societies and cultures and these changes are then being reflected in the societies' institutions. Change is a natural phenomenon that is ongoing and occurs through adoption, implementation, and finally institutionalization (Finn, 1990; Lieberman, 1988). To instill an acceptance for change the school leaders have to create a change in beliefs that follows with a change in behavior. Leaders of the change process need to insure that administrative commitment as well as staff dedication exists, provide for sustained

professional development and then plan and implement for growth, (e.g., Coleman & Larocque, 1990; and Sheive & Schoenheit, 1987). This flexible, yet visionary leadership, leads to an effective school as the knowledge connected to change insures that the interrelated factors produce a dynamic process. The challenge is to manage, and to orchestrate the many moving parts in such a way, that school improvement will be effective and lasting. Leadership means putting these strategies on paper, so that a shift in the socio-political thinking allows the schools to be action-oriented. The political agenda, as Manitoba is experiencing, has significant ability to disturb the status quo and create the need that fuels change (Manitoba Education and Training,1995).

Teacher collaboration with an instructional leader at the helm is the partnership required for school improvement (e.g., Crawford, 1992; Smith & Scott,1990; Tye, 1990). This necessitates the networking of teachers, mentor systems, and peer coaching. Developing a concept of cooperation rather than isolation and competition (Lieberman, 1988; Tye, 1991) is needed. If according to Janzen et al. (1973) internal LOC teachers will resist change and the external LOC teacher will be more open to suggestion there exists a need to develop the teachers' potential for eliciting the best results from their students. The internal teacher if provided with the literature and direct initiatives, will change; the external will require assistance through teaching strategies and evaluative processes from administrative staff.

The success or failure of any proposal depends on the degree to which all those involved take ownership for this program. Although the teaching of cooperative skills is a high priority for students in an increasingly globalized world; the teacher, administration, and government structures remain fragmented and compartmentalized. Collegiality needs to remove teachers from the "closed door

isolation" of the classroom. Appraisal and accountability challenge leaders to develop team concepts for achieving objectives that are clear and attainable. Instructional improvement should concentrate on the practices designed to better the teacher's classroom performance. Instructional evaluation appears to be widely endorsed, yet poorly planned and often ignored. The purpose of this process should be non threatening so as to develop the most effective teaching processes that the collaboration of ideas can achieve. The prime gain being made for the sole purpose being, the betterment of student learning. It is clear that leaders in organizations play a major role in developing the organization's culture, in defining and communicating its values, in supporting the common purposes and missions of the establishment. It is also the institution that promotes the development of students that can change, learn, know their goals, focus on these goals and know who is helpful to their journey toward adulthood (Hamilton, 1995).

In summary the locus of control infiltrates every segment of the development of an effective school. In attendance the implication is that non-attendance is associated with an external locus of control and the subsequent result is low success. The transition of the most at risk students requires prior planning, to insure adjustment has been successfully achieved. Teachers have to assess their own locus of control and evaluate their ability to accomodate *all* students. The perspective of the teacher/student relationship must provide the student with some autonomy to direct their own education through portfolios, class planning for learning, self assessments, teacher evaluations, and student-initiated learning. It is time to promote life choices for students so that their locus of control develops to the self-reliant successful internal. All need to accept the challenge to change.

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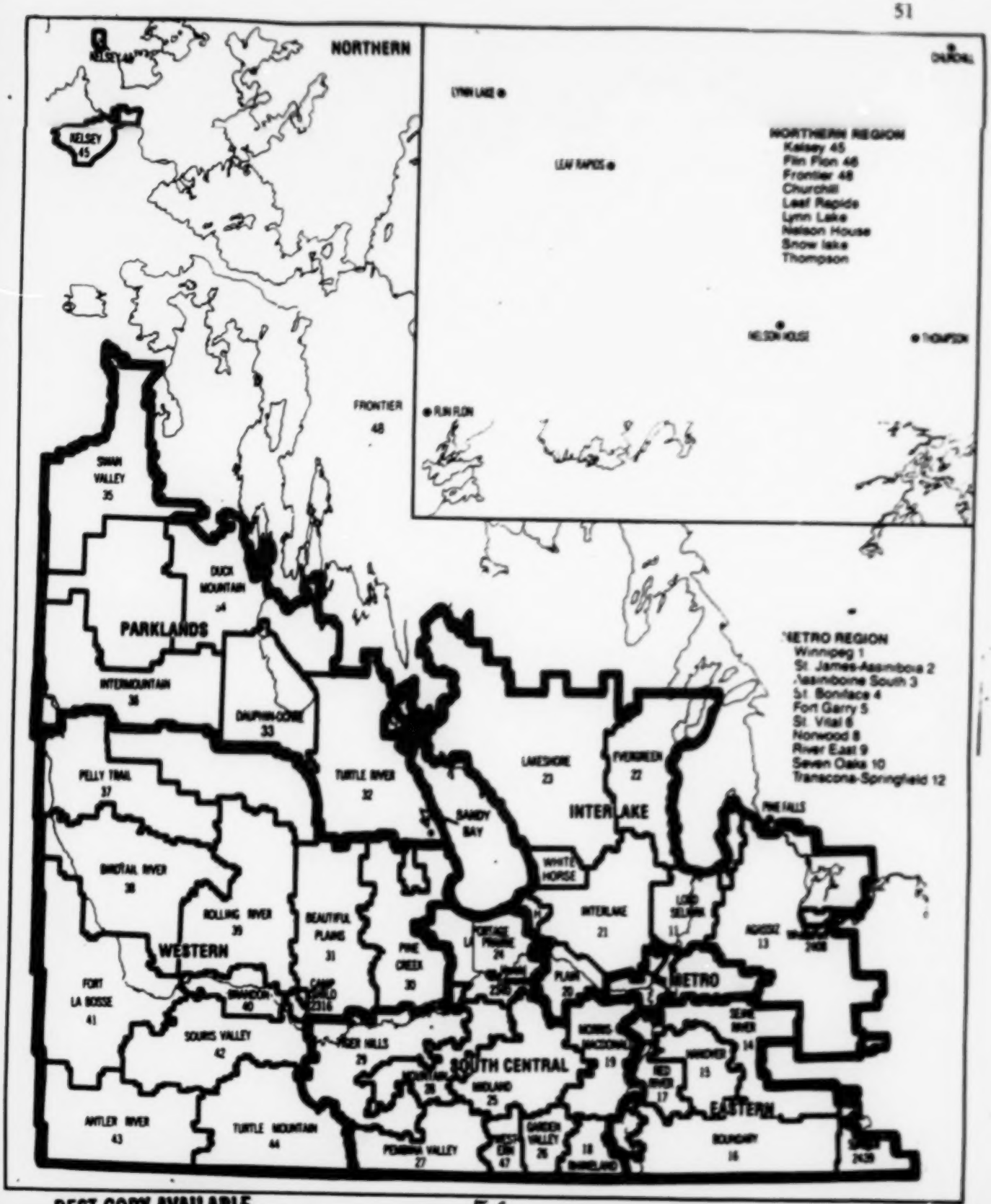
APPENDICES

APPENDIX 1

MAP



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APPENDIX 2

LETTERS

June 27, 1994

Superintendant,
Brandon School Division,
1031 6th Street,
Brandon, Manitoba.

Dear Mr. Swayze;

Enclosed please find a research proposal that I would appreciate permission to undertake this fall. This will not require any school time on my behalf, as I will employ graduate students to collect the data. This is the final requirement that I have to complete, to meet the Master's of Education program at Brandon University. I have enclosed this same request in a letter to Mr. Reimer.

Sincerely

Gloria Burrell

June 27, 1994

Principal,
Crocus Plains Regional Secondary School,
1930 1st Street,
Brandon, Manitoba.

Dear Mr. Reimer;

Enclosed please find a research proposal that I would appreciate permission to undertake this fall. This will not require any school time on my behalf, as I will employ graduate students to collect the data. This is the final requirement that I have to complete, to meet the Master's of Education program at Brandon University. I have enclosed this same request in a letter to Mr. Swayze.

Sincerely

Gloria Burrell

APPENDIX 3

ROTTER SCALE INSTRUCTIONS

INSTRUCTIONS

This is a questionnaire to find out the ways in which certain important events in our society affect different people. Each item consists of a pair of alternatives lettered a or b. Please select the one statement of each pair (and only one) which you more strongly believe to be the case as far as you're concerned. Be sure to select the one you actually believe to be more true rather than the one you think you should choose or the one you would like to be true. This is a measure of personal belief; obviously there are no right or wrong answers.

Please answer these items carefully but do not spend too much time on any one item. Be sure to find an answer for each choice.

In some instances you may discover that you believe both statements or neither one. In such cases, be sure to select the one you more strongly believe to be the case as far as you're concerned. Also try to respond to each item independently when making your choice; do not be influenced by your previous choices

APPENDIX 4

PERSONAL DATA

DATA

ALL INFORMATION WILL BE KEPT CONFIDENTIAL. NAMES WILL NOT BE USED TO REPORT THE FINDINGS.

NAME OR STUDENT ID NUMBER:

GRADE:

AGE:

PLACE OF RESIDENCE OVER THE LAST 6 MONTHS: *If you moved to Brandon recently, list the name of the residence just prior to Brandon.*

INDICATE RACE: (i.e.: white, native, black etc.)

INDICATE GENDER: MALE OR FEMALE:

APPENDIX 5

SAMPLE: ROTTER SCALE

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Questionnaire:

1.a. Children get into trouble because their parents punish them too much.

b. The trouble with most children nowadays is that their parents are too easy with them.

2.a. Many of the unhappy things in people's lives are partly due to bad luck.

b. People's misfortunes result from the mistakes they make.

3.a. One of the major reasons why we have wars is because people don't take enough interest in politics.

b. There will always be wars, no matter how hard people try to prevent them.

4.a. In the long run people get the respect they deserve in this world.

b. Unfortunately, an individual's worth often passes unrecognized no matter how hard they try.

5.a. The idea that teachers are unfair to students is nonsense.

b. Most students don't realize the extent to which their grades are influenced by accidental happenings.

6.a. Without the right breaks one cannot be an effective leader.

b. Capable people who fail to become leaders have not taken advantage of their opportunities.

APPENDIX 6

PERSONAL STATISTICS

---------- YEAR=94 ----------

BS	IDNUM	STATUS	GRADE	AGE	RESERVE	RACE	SEX	EXT	SUC1	SUC2
50	2	in<20	9	14	non res	non nat	female	13	4	60
51	3	in<20	9	14	non res	non nat	male	5	5	87
52	4	in<20	9	14	non res	non nat	female	14	5	73
53	5	in<20	9	14	non res	non nat	male	19	5	67
54	6	in>20	9	14	non res	non nat	female	16	1	20
55	7	in<20	10	15	non res	native	female	11	2	50
56	8	in<20	10	16	non res	non nat	male	15	4	68
57	11	in<20	10	16	non res	non nat	male	14	3	50
58	12	in<20	10	16	non res	non nat	male	10	5	67
59	13	in<20	10	16	non res	non nat	male	14	2	40
60	16	in<20	10	15	non res	non nat	female	8	5	71
61	18	in<20	10	15	non res	non nat	male	9	5	60
62	19	in<20	10	15	non res	non nat	female	16	5	69
63	20	in<20	10	15	non res	non nat	female	10	5	85
64	21	in>20	10	14	non res	native	female	12	2	40
65	22	in<20	10	15	non res	non nat	male	5	5	71
66	23	in>20	10	16	non res	non nat	male	14	4	60
67	24	in<20	10	14	non res	non nat	male	14	5	87
68	25	in<20	10	14	non res	non nat	male	15	5	61
69	27	in<20	12	17	non res	non nat	female	18	5	70
70	28	in<20	12	17	non res	non nat	female	13	5	75
71	29	in<20	11	16	non res	non nat	female	13	1	11
72	31	in<20	12	21	non res	native	female	4	1	30
73	32	in<20	10	16	non res	native	male	14	2	45
74	34	in<20	10	15	non res	non nat	male	10	2	45
75	38	in<20	10	15	non res	non nat	male	21	0	14
76	42	in<20	10	16	non res	non nat	male	15	3	50
77	45	in<20	10	16	non res	non nat	male	14	0	10
78	50	in>20	10	16	non res	native	male	11	0	0
79	53	in<20	9	14	non res	non nat	male	12	5	50
80	57	in<20	9	14	non res	non nat	female	11	5	73
81	58	in<20	9	14	non res	non nat	female	8	5	85
82	59	in<20	9	14	non res	non nat	female	4	5	65
83	60	in<20	9	15	non res	non nat	male	17	5	64
84	61	in<20	9	14	non res	non nat	female	10	5	63
85	62	in<20	9	13	non res	non nat	female	9	4	55
86	63	in<20	9	14	non res	non nat	female	15	5	61
87	64	in<20	9	14	non res	non nat	female	11	5	77
88	65	in<20	9	14	non res	non nat	male	7	5	85
89	66	in<20	9	14	non res	non nat	male	9	5	57
90	71	in<20	10	15	non res	non nat	male	19	5	60
91	72	in<20	10	15	non res	non nat	female	14	5	63
92	73	in<20	10	15	non res	non nat	male	15	5	71
93	74	in<20	10	16	non res	native	female	7	5	50
94	75	in<20	10	14	non res	non nat	female	13	4	69
95	76	in<20	10	15	non res	non nat	male	7	5	73

63

YEAR=94
(continued)

OBS	IDNUM	STATUS	GRADE	AGE	RESERVE	RACE	SEX	EXT	SUC1	SUC2
96	77	in<20	10	15	non res	non nat	male	10	5	83
97	78	in<20	10	15	non res	minority	male	14	5	65
98	79	in<20	10	16	non res	non nat	female	12	4	50
99	80	in<20	10	15	non res	non nat	female	11	5	88
100	81	in<20	10	14	non res	non nat	female	12	5	90
101	82	in<20	10	15	non res	non nat	female	7	5	71
102	83	in<20	10	15	non res	non nat	female	16	5	72
103	84	in<20	10	15	non res	non nat	male	14	3	51
104	85	in<20	10	15	non res	non nat	female	14	5	75
105	86	in<20	9	14	non res	non nat	male	12	4	59
106	87	in<20	9	14	non res	non nat	female	5	5	78
107	88	in<20	9	14	non res	non nat	male	9	5	75
108	89	in<20	9	14	non res	non nat	male	11	5	57
109	90	in<20	9	15	non res	non nat	male	8	5	65
110	91	in<20	9	14	non res	non nat	male	14	5	89
111	92	in<20	9	15	non res	non nat	male	15	5	69
112	93	in<20	9	15	non res	non nat	female	12	5	77
113	94	in<20	9	15	non res	native	female	9	3	51
114	95	in<20	9	14	non res	non nat	female	7	5	96
115	96	in<20	9	13	non res	non nat	male	12	5	76
116	97	in<20	9	14	non res	non nat	male	12	5	76
117	98	in<20	9	14	non res	non nat	male	10	5	70
118	99	in<20	9	15	non res	non nat	male	8	5	54
119	100	in<20	9	14	non res	non nat	female	13	5	85
120	101	in<20	9	14	non res	non nat	male	14	5	76
121	102	in<20	9	13	non res	non nat	female	5	5	83
122	103	in<20	9	14	non res	non nat	female	12	5	71
123	104	in<20	9	14	non res	non nat	female	11	5	73
124	105	in<20	9	13	non res	non nat	female	19	5	65
125	106	in>20	10	16	non res	non nat	female	14	0	0
126	107	in<20	11	16	non res	non nat	female	12	5	65
127	108	in<20	11	17	non res	non nat	female	11	1	40
128	110	in<20	10	15	non res	non nat	female	21	5	70
129	111	in<20	10	16	non res	non nat	female	12	5	70
130	112	in<20	10	15	non res	non nat	female	11	5	62
131	113	in<20	10	15	non res	non nat	female	8	4	47
132	114	in>20	9	14	non res	non nat	female	10	4	53
133	115	in<20	9	15	non res	non nat	male	8	5	50
134	116	in<20	9	14	non res	non nat	male	14	5	70
135	117	in<20	10	14	non res	non nat	female	11	5	77
136	118	out	9	14	non res	non nat	female	12	0	0
137	119	in<20	9	15	non res	non nat	male	13	5	63
138	120	out	10	16	non res	native	male	11	0	0
139	121	in<20	9	15	non res	non nat	female	15	4	60
140	122	in<20	9	15	non res	native	female	16	2	40
141	123	in>20	9	16	non res	non nat	female	8	1	20
142	124	in<20	10	16	non res	non nat	female	9	5	60
143	126	in<20	10	16	non res	non nat	male	12	2	50
144	127	in<20	10	15	non res	non nat	female	11	3	60
145	128	in<20	10	15	non res	non nat	female	16	5	75
146	129	in<20	10	14	non res	non nat	male	8	1	11
147	130	in<20	10	15	non res	non nat	female	17	5	78
148	131	in<20	10	15	non res	non nat	male	13	3	45
149	133	in<20	10	15	non res	non nat	female	18	4	65
150	135	in<20	10	16	non res	non nat	male	10	4	50
151	137	in<20	10	16	non res	native	female	14	3	50
152	138	in<20	10	14	non res	non nat	male	10	4	55

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153	140	in<20	10	16	non res	non nat	male	14	2	38
154	141	out	10	14	non res	non nat	male	19	0	0

64

---------- YEAR=94 ----------
(continued)

OBS	IDNUM	STATUS	GRADE	AGE	RESERVE	RACE	SEX	EXT	SUC1	SUC2
155	142	in<20	10	15	non res	non nat	male	7	5	62
156	143	in<20	10	14	non res	non nat	male	15	4	67
157	144	in<20	9	13	non res	non nat	male	14	4	65
158	145	in<20	9	14	non res	non nat	male	11	5	81
159	146	in<20	9	15	non res	non nat	male	11	4	76
160	147	in<20	9	14	non res	non nat	female	11	5	82
161	148	in<20	9	14	non res	non nat	male	11	5	62
162	149	in>20	9	14	non res	minority	male	12	1	24
163	150	in<20	9	15	non res	non nat	female	14	4	75
164	151	in<20	9	14	non res	non nat	male	10	3	47
165	152	in<20	9	14	non res	minority	female	11	5	84
166	153	in<20	9	14	non res	non nat	female	7	5	83
167	154	in<20	9	14	non res	non nat	female	13	5	83
168	155	in<20	9	13	non res	non nat	female	11	4	55
169	156	in<20	9	14	non res	non nat	male	13	4	74
170	157	in<20	9	13	non res	non nat	female	11	3	55
171	158	in<20	9	14	non res	non nat	male	4	5	66
172	159	in<20	9	15	non res	non nat	female	9	2	55
173	160	in<20	9	14	non res	non nat	female	7	5	78
174	161	in<20	9	14	non res	non nat	female	14	5	77
175	162	in<20	9	14	non res	non nat	female	5	5	87
176	163	in<20	9	15	non res	non nat	male	13	3	66
177	164	in<20	9	15	non res	non nat	male	10	5	61
178	165	in<20	9	15	non res	non nat	male	14	4	55
179	167	in<20	9	15	non res	non nat	male	14	3	45
180	168	in<20	9	15	non res	non nat	male	6	3	55
181	169	in<20	9	13	non res	non nat	female	17	5	93
182	170	in<20	9	14	non res	non nat	male	15	5	73
183	171	in<20	9	14	non res	non nat	male	12	5	63
184	172	in<20	9	13	non res	non nat	male	17	3	55
185	173	in<20	10	15	non res	non nat	female	10	2	40
186	174	in<20	10	15	non res	non nat	female	11	5	69
187	175	in<20	10	15	non res	non nat	male	13	3	60
188	176	in<20	10	16	non res	non nat	female	10	4	55
189	177	in<20	10	15	non res	non nat	female	8	5	77
190	178	in<20	10	15	non res	non nat	female	7	4	52
191	179	in<20	10	14	non res	non nat	female	11	4	82
192	180	in<20	10	15	non res	non nat	male	12	5	90
193	181	in<20	10	15	non res	non nat	male	17	4	60
194	184	in<20	10	14	non res	non nat	female	11	5	73
195	185	in<20	9	13	non res	non nat	male	17	4	55
196	186	in<20	9	14	non res	non nat	male	10	4	56
197	187	in<20	9	14	non res	non nat	female	15	5	90
198	188	in<20	9	14	non res	non nat	female	14	5	85
199	189	in<20	9	14	non res	non nat	male	13	5	84
200	190	in<20	9	13	non res	non nat	male	6	5	87
201	191	in<20	11	15	non res	non nat	female	16	5	67
202	192	in<20	9	13	non res	non nat	male	13	4	65
203	193	in<20	9	14	non res	non nat	female	9	5	62
204	194	in<20	9	15	non res	non nat	female	14	5	67
205	195	in<20	9	14	non res	non nat	male	13	3	50
206	196	in<20	9	14	non res	non nat	male	8	5	85
207	197	in<20	9	14	non res	non nat	male	11	5	87
208	198	in<20	9	14	non res	non nat	female	6	5	93
209	199	in>20	9	14	non res	non nat	male	6	4	61
210	200	in<20	9	14	non res	non nat	male	6	5	57
211	201	in<20	9	15	non res	native	male	9	3	50

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212	202	in<20	9	14	non res	non nat	female	8	5	87
213	203	in>20	9	15	non res	non nat	male	5	0	10

65

---------- YEAR=94 ----------
(continued)

OBS	IDNUM	STATUS	GRADE	AGE	RESERVE	RACE	SEX	EXT	SUC1	SUC2
214	204	in<20	9	15	non res	non nat	male	13	3	54
215	205	in>20	9	14	non res	non nat	female	10	1	25
216	206	in<20	9	14	non res	non nat	male	16	5	62
217	207	in<20	9	14	non res	non nat	male	11	4	66
218	208	in<20	10	15	non res	non nat	female	17	5	80
219	209	in<20	9	14	non res	non nat	male	16	5	83
220	210	in<20	9	14	non res	non nat	male	10	4	65
221	211	in<20	9	14	non res	non nat	female	10	5	82
222	212	in<20	9	14	non res	non nat	male	8	5	71
223	213	in<20	9	14	non res	native	female	7	3	50
224	214	in<20	9	14	non res	native	female	11	3	50
225	215	in<20	9	13	non res	non nat	male	9	5	81
226	216	in<20	9	14	non res	native	male	9	4	55
227	217	in<20	9	15	non res	non nat	male	13	5	70
228	218	in<20	9	15	non res	non nat	female	17	3	50
229	219	in<20	9	14	non res	native	female	10	5	61
230	220	out	9	15	reserve	native	female	12	0	0
231	221	in<20	9	14	non res	non nat	male	11	5	83
232	222	in<20	9	14	non res	non nat	female	12	5	72
233	223	in<20	9	13	non res	non nat	male	9	5	84
234	224	in<20	9	14	non res	non nat	male	21	3	50
235	225	in<20	9	14	non res	non nat	male	18	5	66
236	226	in<20	9	14	non res	non nat	female	16	5	73
237	227	in<20	9	14	non res	non nat	male	14	5	84
238	228	in<20	9	15	non res	non nat	male	15	5	74
239	229	in<20	9	14	non res	non nat	male	9	5	66
240	230	in<20	9	16	reserve	native	male	7	1	29
241	231	in<20	9	14	non res	non nat	male	15	1	30
242	232	in>20	9	14	non res	non nat	female	.	1	30
243	233	out	9	15	reserve	native	female	11	0	0
244	234	in<20	9	14	non res	non nat	male	11	5	74
245	235	in<20	9	14	non res	non nat	female	10	5	90
246	236	in>20	9	15	non res	non nat	female	14	1	25
247	237	in<20	9	13	non res	non nat	female	10	5	77
248	238	in<20	9	14	non res	non nat	female	15	5	85
249	239	in>20	9	14	non res	non nat	female	15	2	40
250	240	in<20	9	14	non res	non nat	female	6	5	71
251	241	in<20	9	14	non res	non nat	female	8	5	69
252	242	in<20	9	13	non res	non nat	male	9	3	56
253	243	in<20	9	14	non res	non nat	male	7	3	49
254	244	in<20	9	14	non res	non nat	female	4	5	87
255	245	in<20	9	14	non res	non nat	female	13	5	78
256	246	in>20	9	14	reserve	native	female	9	0	0
257	248	in<20	10	15	non res	non nat	female	10	4	75
258	249	in<20	9	15	non res	minority	male	11	5	61
259	250	in<20	9	15	non res	native	male	9	4	55
260	251	in<20	9	14	non res	non nat	male	18	5	84
261	252	in<20	9	14	non res	non nat	male	12	4	60
262	253	in<20	9	14	non res	non nat	male	16	4	60
263	254	in<20	9	14	non res	non nat	male	13	5	62
264	255	in<20	9	14	non res	non nat	female	10	5	92
265	256	in<20	9	16	non res	non nat	male	11	3	35
266	258	in<20	10	16	non res	native	male	11	0	0
267	261	in>20	10	15	reserve	native	female	15	1	30
268	262	in<20	10	15	non res	non nat	female	16	5	69
269	263	in<20	10	15	non res	non nat	female	13	4	76
270	264	in<20	10	15	non res	non nat	female	10	4	75

BEST COPY AVAILABLE

272	266	in<20	10	15	non res	non nat	male	11	1	30

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YEAR=94 (continued)

OBS	IDNUM	STATUS	GRADE	AGE	RESERVE	RACE	SEX	EXT	SUC1	SUC2
273	267	in<20	10	14	non res	non nat	male	12	4	82
274	268	in>20	10	15	non res	non nat	female	15	0	11
275	270	in>20	10	15	non res	non nat	female	12	2	30
276	271	in<20	10	15	non res	non nat	female	9	5	72
277	273	in<20	10	14	non res	non nat	male	10	3	50
278	275	in<20	11	18	non res	non nat	male	10	2	20
279	276	in<20	10	15	non res	non nat	female	16	4	62
280	277	in<20	10	14	non res	non nat	male	5	5	91
281	279	in<20	10	15	non res	native	female	16	1	20
282	280	in<20	10	16	non res	non nat	male	16	5	82
283	281	in<20	10	15	non res	non nat	male	4	6	86
284	282	in<20	10	15	non res	non nat	male	3	4	80
285	283	out	9	17	reserve	native	male	9	1	11
286	284	in<20	9	14	non res	minority	male	11	5	78
287	285	in<20	9	15	non res	non nat	female	13	5	77
288	286	in<20	9	14	non res	non nat	female	6	4	56
289	287	in<20	9	13	non res	non nat	male	9	5	76
290	288	in<20	9	14	non res	non nat	female	11	5	79
291	289	in<20	9	13	non res	non nat	female	6	5	95
292	290	in<20	9	15	non res	non nat	female	18	3	70
293	291	in<20	9	14	non res	non nat	female	5	5	82
294	292	in<20	9	15	non res	non nat	female	8	5	63
295	293	in<20	9	14	non res	non nat	male	10	5	78
296	294	in<20	9	14	non res	non nat	male	7	6	77
297	295	in<20	9	15	non res	non nat	female	14	5	66
298	296	in<20	9	15	non res	non nat	male	12	0	0
299	297	in<20	9	13	non res	non nat	male	14	6	76
300	298	in<20	9	14	non res	non nat	male	13	5	85
301	299	in<20	9	14	non res	non nat	female	8	5	86
302	300	in<20	10	14	non res	non nat	female	13	4	60
303	301	in<20	10	15	non res	non nat	female	10	5	95
304	302	in<20	10	15	non res	non nat	female	12	5	70
305	303	in<20	10	15	non res	non nat	male	16	5	75
306	305	in<20	10	16	non res	native	female	15	0	20
307	307	in<20	9	14	non res	non nat	female	9	6	89
308	308	in<20	9	14	non res	non nat	male	19	5	65
309	309	in<20	9	14	non res	non nat	male	8	6	65
310	311	in<20	9	14	non res	non nat	male	20	5	75
311	312	in<20	9	14	non res	non nat	male	12	1	40
312	313	in<20	9	14	non res	non nat	male	8	5	60
313	314	in<20	9	13	non res	non nat	female	9	5	65
314	316	in<20	9	14	non res	non nat	male	1	6	70
315	317	in>20	9	15	non res	non nat	male	10	2	60
316	318	in<20	9	15	non res	native	male	16	4	60
317	319	in<20	9	14	non res	non nat	female	12	6	90
318	320	in<20	9	15	non res	non nat	male	10	3	60
319	321	in<20	9	16	non res	non nat	male	9	5	90
320	322	in>20	9	14	non res	native	female	14	2	52
321	323	in<20	9	14	non res	non nat	male	13	5	70
322	324	out	9	15	non res	non nat	female	7	0	20
323	325	in<20	9	14	non res	non nat	female	9	1	40
324	326	in<20	9	13	non res	non nat	male	13	4	65
325	327	in<20	9	14	non res	non nat	female	13	5	78
326	328	in<20	9	14	reserve	native	male	13	4	50
327	329	in>20	9	14	non res	native	female	16	0	30
328	330	in<20	9	14	non res	non nat	male	9	4	50
329	331	in<20	9	15	non res	non nat	female	13	5	70